Course-based Embedded Hours Internship Log – EDLD 5333 Leadership for Accountability

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
5333	**Leadership for Accountability**	**10**

Description of the Assignment/Performance Tasks (see Appendix I)	**Create an action plan for the campus. Develop an agenda for a professional development day that addresses the targeted campus needs and include a timeline for follow-up professional development.**
• The knowledge you gained from the assignment. (2 points) • The relation of new information to Technology Facilitator Standards and Performance Indicators (2 points). • The relation of information gained to personal experience. (2 points) • Discussion at a critical level, not just recitation of facts. Discussion at a critical level means discussing things such as your opinion of the reading or experience, why you hold that onion, what you see wrong with the reading or experience, how you see the reading or experience is consistent or inconsistent with what you have learned so far, implications for the future, (4) • insights into the patterns of interactions of colleagues.(2 points) • group processes including: who had power, authority, or influence; who was participating and who was not, who was not included, how did you or another leader draw the silent participants out; was there confrontation, conflict, consensus, agreement, hurt feelings? (2 points) • notations addressing the affective or feeling tone evident, concerns you noticed. (2 points) • questions you have that you should research or about which you can seek expert advice from your campus-based supervisor or your professor. (2 points) • Issues that puzzle you. (2 points) (Minimum of 250 Words)	This course was very interesting. I learned to look at TAKS results and really look at the issues and where we needed improvement on our campus. I found scores overall were low with the African American group and decided to target them in my action plan. I found it difficult at first to even know where to begin to target this subgroup. It intrigues me as how this subgroup is consistently falling behind in our district and yet we do not teach them any differently – meaning we do not leave them out or treat them in a negative way. They are included and taught in the same manner as all students. In fact, our African American subgroup is the most served by small group intervention groups and other intense, focused intervention. Perhaps the administrators at my school could help clarify this and give me insight into how I might better reach this subgroup in my classroom. The action plan I put together focused on the problems that I see in our community and at school. I know they might not be the source of low test scores, but I believe that this type of intervention could help boost them. My plan was to locate positive African American role models for the struggling students to be paired with. My thought was to have these students spend ample time with someone that could boost self esteem, create motivation, and connect with them on a personal and cultural level. I see many African American students giving up at an early age in my school and many more than that with little or no role model to look up to. I would love to see if this plan would work and how exactly the student test scores would improve or not from this program.